DOCUMENT RESUME

ED 093 101 EC 062 166

TITLE Program for EMR Pupils--Scope and Sequence Charts. Elementary Schools and Junior and Senior High Schools.

INSTITUTION Los Angeles City Schools, Calif. Div. of Instructional Planning and Services.

PUB DATE 72

NOTE 28p.; For related information, see EC 062 165

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

DESCRIPTORS Art; Communication Skills; *Curriculum Guides; *Educable Mentally Handicapped; Elementary School Students; *Exceptional Child Education; Mathematics; Mentally Handicapped; Music; Physical Education; Sciences; Secondary School Students; Social Studies; Vocational Education

ABSTRACT

Outlined for teachers in scope and sequence charts is a basic curriculum for educable mentally retarded pupils in grades 1-12. Listed in scope and sequence charts for k-6 are the following subject skills to be covered in preprimary, primary, intermediate, and upper levels: communication skills of oral language, written language, reading, handwriting, and spelling; computational skills of mathematics such as number readiness and daily use of mathematics; creative arts such as art appreciation and music experiences such as singing and performing on instruments; motor skills involving physical education activities such as developing physical fitness; science attitudes in areas of science such as mechanical energy and prevention of disease; and social science concepts such as acceptance of self, group responsibility, and safety. Listed in scope and sequence charts for grades are the following subject skills to be covered in grades 7-12; communication skills such as listening, speaking, reading, and practicing written English, for employment; mathematics skills such as basic processes and processes for vocational needs and daily life; social studies skills in areas such as geography and culture, citizenship, and American institutions; science skills in areas such as the human body, weather, and energy/matter; and guidance and vocational training skills in areas such as understanding self, educational opportunities, and developing maturity. (MC)

ED 093101

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

EXPERIMENTAL

PROGRAM FOR EMR PUPILS

SCOPE AND SEQUENCE CHARTS

Elementary Schools and Junior and Senior High Schools

LOS ANGELES CITY SCHOOLS
Division of Planning, Research, and Development
Instructional Planning Branch
Publication No. X-98
1972 Revision

EC062166

FOREWORD

This publication outlines the basic curriculum for educable mentally retarded pupils in grades one through twelve. The Scope and Sequence Charts provide teachers with suggested directions, based on state guidelines, of the school program at the elementary, junior high, and senior high levels.

Long term planning of an adequate instructional program is most important in teaching educable mentally retarded children. It is also important to provide teachers with an overview of the pupils total K-12 curriculum in order to assist them in selecting and adapting an instructional course in accordance with the needs of each individual child.

ACKNOWLEDGMENTS

The Instructional Planning Branch expresses appreciation to the following members of the Special Committee who served in an advisory capacity during the development of this guide for educable mentally retarded pupils:

Alex Balian	Instructional Planning Branch
Samuel Davis	Fremont Senior High School
Tennyson Davis	Garfield Senior High School
Mel Roseman	Birmingham Senior High School

Special thanks are conveyed to JOYCE McGHEE and VICTOR A. SIGNORELLI, Curriculum Consultants, for their excellent contributions in organizing and developing this project.

VENETTA WHITAKER
Curriculum Supervisor
Program for EMR Pupils

JACK R. McCLELLAN
Administrative Coordinator
Instructional Planning Branch

APPROVED:

ROBERT W. LAMSON
Assistant Superintendent
Division of Planning and Research

JAMES B. TAYLOR
Associate Deputy Superintendent

SCOPE AND SEQUENCE FOR COMMUNICATION SKILLS
Grades K-6

ORAL LANGUAGE

Pre-Primary

I DEVELOPING FUNDAMENTAL SKILLS IN ORAL LANGUAGE

- Listening and thinking skills
- Speaking skills

Primary

II DEVELOPING FUNDAMENTAL SKILLS IN ORAL LANGUAGE

- Listening and thinking skills
- Speaking skills

Intermediate

III DEVELOPING FUNDAMENTAL SKILLS IN ORAL LANGUAGE

- Listening and thinking skills
- Speaking skills

Upper

IV DEVELOPING FUNDAMENTAL SKILLS IN ORAL LANGUAGE

- Listening and thinking skills
- Speaking skills

WRITTEN LANGUAGE

Pre-Primary

V DEVELOPING WRITTEN LANGUAGE SKILLS

- Readiness
- Vocabulary building

Primary

VI DEVELOPING WRITTEN LANGUAGE SKILLS

- Readiness
- Vocabulary building
- Organization

Intermediate

VII DEVELOPING WRITTEN LANGUAGE SKILLS

- Vocabulary building
- Sentences
- Capitals
- Punctuation
- Organization

Upper

VIII DEVELOPING WRITTEN LANGUAGE SKILLS

- Vocabulary building
- Sentences
- Capitals
- Punctuation

VIII DEVELOPING WRITTEN LANGUAGE SKILLS (cont.)

- Abbreviations
- Paragraphs
- Organization

READING

Pre-Primary

IX DEVELOPING READING READINESS SKILLS

- Perceptual and motor coordination
- Body image
- Body parts
- Visual perception
- Figure-ground perception
- Visual discrimination
- Visual memory
- Auditory discrimination
- Auditory memory
- Language usuage
- Vocabulary building
- Organizational skills
- Comprehension skills
- Appreciation for books

Primary

X DEVELOPING READING READINESS SKILLS

- Perceptional and motor coordination
- Body image
- Body parts

SCOPE AND SEQUENCE FOR COMMUNICATION SKILLS

READING (cont.)

Primary (cont.)

X DEVELOPING READING READINESS SKILLS (cont.)

Visual perception
Figure-ground perception
Visual discrimination
Visual memory
Auditory discrimination
Auditory memory
Language usage
Vocabulary building
Organizational skills
Comprehension skills
Appreciation for books

Intermediate

XI DEVELOPING READING SKILLS

Word attack skills
Vocabulary skills
Comprehension skills
Oral reading
Location skills

XII DEVELOPING AN APPRECIATION FOR BOOKS

Attitudes toward reading
Self-expression

Upper

XIII DEVELOPING READING SKILLS

Word attack skills
Vocabulary skills
Comprehension skills
Oral reading
Location skills

XIV DEVELOPING AN APPRECIATION FOR BOOKS

Attitudes toward reading
Self-expression

HANDWRITING

Pre-Primary

XV DEVELOPING HANDWRITING SKILLS

Readiness

Primary

XVI DEVELOPING HANDWRITING SKILLS

Manuscript writing

Intermediate

XVII DEVELOPING HANDWRITING SKILLS

Readiness for cursive writing
Cursive writing

Upper

XVIII DEVELOPING HANDWRITING SKILLS

Cursive writing

SPELLING

Pre-Primary

XIX DEVELOPING SPELLING SKILLS

Readiness

Primary

XX DEVELOPING SPELLING SKILLS

Readiness
Vocabulary
Functional spelling

Intermediate

XXI DEVELOPING SPELLING SKILLS

Phonetic analysis
Structural analysis
Vocabulary
Functional spelling

Upper

XXII DEVELOPING SPELLING SKILLS

Phonetic analysis
Structural analysis
Vocabulary
Functional spelling

SCOPE AND SEQUENCE FOR COMPUTATIONAL SKILLS
Grades K-6

MATHEMATICS

Pre-Primary

I DEVELOPING NUMBER READINESS

- Spatial relationships
- Quantity
- Form discrimination
- Size differences
- Temperature
- Time
- Numbers
- Money
- Sets

Primary

II DEVELOPING NUMBER READINESS

- Spatial relationships
- Quantity
- Form discrimination
- Size differences
- Temperature
- Time
- Numbers
- Money
- Sets

III UNDERSTANDING NUMBER-NUMERAL RELATIONSHIP

- Numbers 1 to 10

Intermediate

IV UNDERSTANDING NUMBER-NUMERAL RELATIONSHIP

- Numbers 10 to 50
- Numbers 50 to 100

V DEVELOPING AN UNDERSTANDING OF ADDITION

- Set union
- Operation with whole numbers

VI DEVELOPING AN UNDERSTANDING OF SUBTRACTION

- Set separation
- Operation with whole numbers

VII DEVELOPING AN UNDERSTANDING OF MULTIPLICATION

- Joining of sets
- Operation with whole numbers

VIII DEVELOPING AN UNDERSTANDING OF DAY-TO-DAY USE OF MATHEMATICS

- Money and its uses
- Temperature
- Linear
- Quantity
- Weight
- Time

Upper

IX UNDERSTANDING NUMBER-NUMERAL RELATIONSHIP

- Numbers 10 to 50
- Numbers 50 to 100

X DEVELOPING AN UNDERSTANDING OF ADDITION

- Set union
- Operation with whole numbers

XI DEVELOPING AN UNDERSTANDING OF SUBTRACTION

- Set separation
- Operation with whole numbers

XII DEVELOPING AN UNDERSTANDING OF MULTIPLICATION

- Joining of sets
- Operation with whole numbers

XIII DEVELOPING AN UNDERSTANDING OF DIVISION

- Set separation
- Operation with whole numbers

SCOPE AND SEQUENCE FOR COMPUTATIONAL SKILLS

MATHEMATICS (cont.)

Upper (cont.)

XIV DEVELOPING AN UNDERSTANDING OF DAY-TO-DAY USE OF MATHEMATICS

Money and its uses
Temperature
Linear
Quantity
Weight
Time

SCOPE AND SEQUENCE FOR CREATIVE ARTS
Grades K-6

ART

Pre-Primary

I EXPLORING THE ELEMENTS OF ART

- Color
- Line
- Texture

II ACQUIRING ART EXPERIENCES

- Media
- Experiences

III RESPECTING AND APPRECIATING THE ART WORK OF OTHERS

- Appreciation

Primary

IV EXPLORING THE ELEMENTS OF ART

- Color
- Line
- Form and space
- Texture

V ACQUIRING ART EXPERIENCES

- Media
- Experiences

VI RESPECTING AND APPRECIATING THE ART WORK OF OTHERS

- Appreciation

Intermediate

VII EXPLORING THE ELEMENTS OF ART

- Color
- Line
- Form and space
- Texture

VIII ACQUIRING ART EXPERIENCES

- Media
- Experiences

IX RESPECTING AND APPRECIATING THE ART WORK OF OTHERS

- Art principles
- Appreciation

Upper

X EXPLORING THE ELEMENTS OF ART

- Color
- Line
- Form and space
- Texture

XI ACQUIRING ART EXPERIENCES

- Media
- Experiences

XII RESPECTING AND APPRECIATING THE ART WORK OF OTHERS

- Art principles
- Appreciation

MUSIC

Pre-Primary

XIII DEVELOPING AN AURAL AWARENESS NECESSARY FOR LISTENING SKILLS

- Sounds

XIV DISCOVERING THE SINGING VOICE AND USING IT TO CREATE MUSIC

- Voices

XV DEVELOPING A SENSE OF RHYTHM AND LEARNING TO MOVE CREATIVELY AND EFFECTIVELY TO MUSIC

- Ways of moving
- Moving to music

MUSIC (cont.)

Pre-Primary (cont.)

XVI DEVELOPING AURAL AWARENESS NECESSARY FOR EFFECTIVE PERFORMANCE SKILLS ON RHYTHM AND TONAL INSTRUMENTS

Listening to rhythm and tonal instruments
Performance with rhythm and tonal instruments

Primary

XVII DEVELOPING AN AURAL AWARENESS NECESSARY FOR LISTENING SKILLS

Elements of music
Listening to music

XVIII DISCOVERING THE SINGING VOICE AND USING IT TO CREATE MUSIC

Pitch

XIX DEVELOPING AN UNDERSTANDING OF MUSICAL NOTATION

Blank notation

XX DEVELOPING A SENSE OF RHYTHM AND LEARNING TO MOVE CREATIVELY AND EFFECTIVELY TO MUSIC

Ways of moving
Moving to Music

XXI DEVELOPING AURAL AWARENESS NECESSARY FOR EFFECTIVE PERFORMANCE SKILLS ON RHYTHM AND TONAL INSTRUMENTS

Listening to rhythm and tonal instruments
Performance with rhythm and tonal instruments

Intermediate

XXII DEVELOPING AN AURAL AWARENESS NECESSARY FOR LISTENING SKILLS

Listening to music

XXIII DISCOVERING THE SINGING VOICE AND USING IT TO CREATE MUSIC

Tone quality

XXIV DEVELOPING AN UNDERSTANDING OF MUSICAL NOTATION

Notation on staff

XXV DEVELOPING A SENSE OF RHYTHM AND LEARNING TO MOVE CREATIVELY AND EFFECTIVELY TO MUSIC

Basic dances

XXVI DEVELOPING AURAL AWARENESS NECESSARY FOR EFFECTIVE PERFORMANCE SKILLS ON RHYTHM AND TONAL INSTRUMENTS

Listening to rhythm and tonal instruments
Performance with rhythm and tonal instruments

Upper

XXVII DEVELOPING AN AURAL AWARENESS NECESSARY FOR LISTENING SKILLS

Listening to music

XXVIII DISCOVERING THE SINGING VOICE AND USING IT TO CREATE MUSIC

Rhythm and phrasing

XXIX DEVELOPING AN UNDERSTANDING OF MUSICAL NOTATION

Musical notation

XXX DEVELOPING A SENSE OF RHYTHM AND LEARNING TO MOVE CREATIVELY AND EFFECTIVELY TO MUSIC

Basic dances

SCOPE AND SEQUENCE FOR CREATIVE ART

MUSIC (cont.)

Upper (cont.)

XXXI DEVELOPING AURAL AWARENESS NECESSARY FOR EFFECTIVE PERFORMANCE SKILLS ON RHYTHM AND TONAL INSTRUMENTS

Listening to rhythm and tonal instruments

Performance with rhythm and tonal instruments

SCOPE AND SEQUENCE FOR
MOTOR SKILLS
Grades K-6

PHYSICAL EDUCATION

Pre-Primary

I DEVELOPING CREATIVE BODY MOVEMENTS THROUGH MIMETICS

Interpreting subjects
Interpreting activities
Interpreting stories

II GAINING AN UNDERSTANDING OF THE BODY'S PARTS, AND SURFACES

Discovering and observing self
Balance

III DEVELOPING THE ABILITY TO MOVE FROM PLACE TO PLACE IN A VARIETY OF WAYS

Locomotor skills
Objects and equipment
Axial skills
Jump rope
Apparatus skills
Stunt skills

IV DEVELOPING BODY CONTROL, EXPRESSIVENESS, AND CREATIVITY THROUGH RHYTHMIC ACTIVITIES

Creative movement
Basic steps and dances

V DEVELOPING PROFICIENCY AND SKILLS IN GAME ACTIVITIES

Standards
Games

Primary

VI DEVELOPING CREATIVE BODY MOVEMENTS THROUGH MIMETICS

Interpreting subjects
Interpreting activities
Interpreting stories

VII GAINING AN UNDERSTANDING OF THE BODY'S PARTS, AND SURFACES

Discovering and observing self
Balance

VIII DEVELOPING THE ABILITY TO MOVE FROM PLACE TO PLACE IN A VARIETY OF WAYS

Locomotor skills
Objects and equipment
Axial skills
Jump ropes
Apparatus skills
Stunt skills

IX DEVELOPING BODY CONTROL, EXPRESSIVENESS, AND CREATIVITY THROUGH RHYTHMIC ACTIVITIES

Creative movements
Basic steps and dances

X DEVELOPING PROFICIENCY AND SKILLS IN GAME ACTIVITIES

Standards
Games

Intermediate

XI DEVELOPING BODY CONTROL, EXPRESSIVENESS, AND CREATIVITY THROUGH RHYTHMIC ACTIVITIES

Creative movement
Basic steps and dances

SCOPE AND SEQUENCE FOR MOTOR SKILLS

PHYSICAL EDUCATION
(cont.)

Intermediate (cont.)

XII DEVELOPING PROFICIENCY AND SKILLS IN GAME ACTIVITIES

Standards
Games

XIII DEVELOPING PHYSICAL FITNESS

Strength and power
Agility, coordination, speed, and balance
Conditioning exercises

Upper

XIV DEVELOPING BODY CONTROL, EXPRESSIVENESS, AND CREATIVITY THROUGH RHYTHMIC ACTIVITIES

Creative movement
Basic steps and dances

XV DEVELOPING PROFICIENCY AND SKILLS IN GAME ACTIVITIES

Standards
Games

XVI DEVELOPING PHYSICAL FITNESS

Strength and power
Agility, coordination, speed, and balance
Conditioning exercises

SCOPE AND SEQUENCE FOR
SCIENCE ATTITUDES
Grades K-6

SCIENCE

Pre-Primary

I DEVELOPING AN UNDERSTANDING OF MATTER AND ENERGY

Properties

II DEVELOPING AN UNDERSTANDING OF LIVING THINGS

Living things
Non-living things

III DEVELOPING AN UNDERSTANDING OF THE EARTH

Earth

IV DEVELOPING AN UNDERSTANDING OF SPACE BEYOND THE EARTH

Sun

V DEVELOPING AN UNDERSTANDING OF THE HUMAN BODY

Senses

Primary

VI DEVELOPING AN UNDERSTANDING OF MATTER AND ENERGY

Matter and heat energy
Sound energy

VII DEVELOPING AN UNDERSTANDING OF LIVING THINGS

Needs of living things

VIII DEVELOPING AN UNDERSTANDING OF THE EARTH

Air

IX DEVELOPING AN UNDERSTANDING OF SPACE BEYOND THE EARTH

Sun

X DEVELOPING AN UNDERSTANDING OF THE HUMAN BODY

Major parts

Intermediate

XI DEVELOPING AN UNDERSTANDING OF MATTER AND ENERGY

Magnetic and electrical energy

XII DEVELOPING AN UNDERSTANDING OF LIVING THINGS

Kinds of plants and animals

XIII DEVELOPING AN UNDERSTANDING OF THE EARTH

Rocks and soil

XIV DEVELOPING AN UNDERSTANDING OF SPACE BEYOND THE EARTH

Sky

XV DEVELOPING AN UNDERSTANDING OF THE HUMAN BODY

Growth

Upper

XVI DEVELOPING AN UNDERSTANDING OF MATTER AND ENERGY

Mechanical energy

XVII DEVELOPING AN UNDERSTANDING OF LIVING THINGS

Classification of living things

XVIII DEVELOPING AN UNDERSTANDING OF THE EARTH

Water and weather

SCOPE AND SEQUENCE FOR SCIENCE ATTITUDES

SCIENCE (cont.)

Upper (cont.)

XIX DEVELOPING AN UNDERSTANDING OF SPACE BEYOND THE EARTH

Outer-space

XX DEVELOPING AN UNDERSTANDING OF THE HUMAN BODY

Systems

HEALTH

Pre-Primary

XXI DEVELOPING DESIRABLE PERSONAL HEALTH PRACTICES

Personal cleanliness
Good grooming
Dental care
Care of ears, eyes, and nose

Primary

XXII APPLYING BASIC PRINCIPLES OF NUTRITION IN DAILY LIVING

Food needs of the body
Balanced meals
Good habits of eating and drinking
Table manners

Intermediate

XXIII DEVELOPING BASIC PRACTICES FOR THE PREVENTION AND CONTROL OF DISEASE

Cleanliness and eating habits
Causes and control of illness
School health services

Upper

XXIV UNDERSTANDING PHYSICAL, MENTAL, EMOTIONAL, AND SOCIAL CHANGES THAT ARE A PART OF GROWTH AND DEVELOPMENT

Signs of growth
Factors essential to proper growth
Factors necessary for a healthy personality

XXV DEVELOPING AN AWARENESS OF HEALTH AS IT AFFECTS THE HOME, THE SCHOOL, AND THE COMMUNITY

The home
The school
The community
Community health services
Medicines, drugs, alcohol, tobacco

SCOPE AND SEQUENCE FOR SOCIAL STUDIES CONCEPTS
Grades K-6

SOCIAL STUDIES

Pre-Primary

I DEVELOPING AN UNDERSTANDING AND ACCEPTANCE OF ONESELF

- All about me
- Living with others

II DEVELOPING AN AWARENESS OF OUR HISTORICAL AND CULTURAL HERITAGE

- Days of observance
- Contributions of outstanding Americans

Primary

III DEVELOPING VALUES AND RESPONSIBILITIES AS A MEMBER OF GROUP

- The family and the home
- Living together in the home
- Living together at school
- Living together in the neighborhood

IV DEVELOPING AN AWARENESS OF OUR HISTORICAL AND CULTURAL HERITAGE

- Days of observance
- Contributions of outstanding Americans

Intermediate

V DEVELOP AN UNDERSTANDING OF THE RELATIONSHIP BETWEEN THE HOME AND THE COMMUNITY

- Relationship of neighborhood and community
- Families and family life
- Meeting needs of the family
- Differences in homes and people
- Friends

VI BECOMING AWARE OF SERVICES IN THE COMMUNITY

- Transportation and communication
- Facilities and services
- Interrelationship of many aspects of the community

VII DEVELOPING AN AWARENESS OF OUR HISTORICAL AND CULTURAL HERITAGE

- Days of observance
- Contributions of outstanding Americans

Upper

VIII DEVELOPING AN UNDERSTANDING OF THE CITY OF LOS ANGELES

- Environment
- Interrelationships within the city
- Living and working in Los Angeles

IX DEVELOPING AN UNDERSTANDING OF OUR HERITAGE

- Heritage of class members
- American heritage

SAFETY

Pre-Primary

X UNDERSTANDING DISCOVERING AND PRACTICING SAFETY HABITS IN THE HOME

- Dangers within the home
- Dangers around the home
- Safety practices in the home

XI UNDERSTANDING AND PRACTICING SAFETY HABITS TO AND FROM SCHOOL

- School pedestrian safety rules
- School bus safety rules

SCOPE AND SEQUENCE FOR SOCIAL STUDIES CONCEPTS

SAFETY (cont.)

Pre-Primary (cont.)

XII UNDERSTANDING AND PRACTICING SAFETY HABITS AT SCHOOL

- Safety practices in the classroom
- Safety practices on the playground
- Safety practices in other parts of the school

Primary

XIII UNDERSTANDING AND PRACTICING SAFETY HABITS IN THE HOME

- Dangers within the home
- Dangers around the home
- Safety practices in the home

XIV UNDERSTANDING AND PRACTICING SAFETY HABITS TO AND FROM SCHOOL

- School pedestrian safety rules
- School bus safety rules
- Safety helpers

XV UNDERSTANDING AND PRACTICING SAFETY HABITS AT SCHOOL

- Safety practices in the Classroom
- Safety practices on the playground
- Safety practices in other parts of the school

Intermediate

XVI UNDERSTANDING AND PRACTICING SAFETY HABITS IN THE HOME

- Dangers around the home
- Safety practices in the home

XVII UNDERSTANDING AND PRACTICING SAFETY HABITS TO AND FROM SCHOOL

- School pedestrian safety rules
- School bus safety rules
- Safety on a bicycle
- Safety helpers

XVIII UNDERSTANDING AND PRACTICING SAFETY HABITS AT SCHOOL

- Safety practices on the playground
- Safety practices in other parts of the school

Upper

XIX UNDERSTANDING AND PRACTICING SAFETY HABITS IN THE HOME

- Dangers around the home
- Safety practices in the home

XX UNDERSTANDING AND PRACTICING SAFETY HABITS TO AND FROM SCHOOL

- School pedestrian safety rules
- School bus safety rules
- Safety on a bicycle
- Safety helpers

XXI UNDERSTANDING AND PRACTICING SAFETY HABITS AT SCHOOL

- Safety practices on the playground
- Safety practices in other parts of the school

SCOPE AND SEQUENCE FOR COMMUNICATION SKILLS
Grades 7-12

Grade 7

I ACQUIRING LISTENING AND THINKING SKILLS

- Acquisition of information
- Following directions
- Appreciation of stories, music, and poetry
- Distinction of fact from fantasy

II ESTABLISHING CORRECT SPEECH HABITS

- Pronunciation
- Use of voice
- Manner of presentation
- Speech awareness
- Oral Communication

III GAINING SKILL IN SPELLING

- Vocabulary
- Functional Spelling
- Phonetical analysis

IV DEVELOPING READING SKILLS

- Comprehension
- Word attack
- Protection
- Information
- Pleasure
- Care of books

V PRACTICING WRITTEN ENGLISH

- Handwriting
- Letterwriting
- Creative writing
- Sentences
- Capitalization
- Punctuation
- Alphabetization
- Dictionary
- Organizing

Grade 8

VI BECOMING MORE SKILLFUL IN LISTENING, THINKING, AND LANGUAGE USAGE

- Listening for enjoyment
- Conversation
- Use of new words
- Speech awareness

VII BECOMING PROFICIENT IN READING

- Oral reading
- Word study
- Vocabulary
- Dictionary
- Comprehension
- Enjoyment
- Silent reading

VIII CONTINUING TO DEVELOP SKILLS IN WRITTEN ENGLISH

- Letterwriting
- Creative writing
- Handwriting
- Sentences
- Paragraphs
- Capitalization
- Punctuation
- Alphabetizing
- Dictionary
- Name, action, and descriptive words

Grade 9

IX CONTINUING TO DEVELOP SKILLS IN ORAL ENGLISH

- Social courtesies
- Messages
- Announcements
- Directions
- Explanations
- Audience awareness

X BECOMING MORE PROFICIENT IN READING

- Word study
- Comprehension skills
- Vocational vocabulary
- Leisure-time reading

XI CONTINUING TO DEVELOP SKILLS IN WRITTEN ENGLISH

- Communication Forms

SCOPE AND SEQUENCE FOR COMMUNICATION SKILLS

Grade 10

XII BROADENING EXPERIENCES IN ORAL COMMUNICATION AND SOCIAL GROWTH

- Communication with other persons

XIII REVIEWING FACTS IN READING

- Word study
- Comprehension
- Appreciation
- Reading for job preparation
- Schedules
- Laws and regulations in work

XIV IMPROVING SKILLS IN SPELLING, HANDWRITING, AND WRITTEN ENGLISH

- Vocational vocabulary
- Handwriting
- Job applications
- Forms
- Writing paragraphs

Grade 11

XV EXPANDING SKILLS IN ORAL ENGLISH

- Listening
- Conversing
- Discussion
- Reporting

XVI DEVELOPING AN APPRECIATION FOR READING

- Poetry
- Libraries
- Selection of Stories
- Comparison of stories with personal experiences
- Comprehension

XVII MAKING USE OF WRITTEN ENGLISH SKILLS IN EVERYDAY LIFE

- Letterwriting
- Telephone messages
- Job applications and forms

Grade 12

XVIII APPLYING SKILLS OF ORAL LANGUAGE TO WORKSTUDY EXPERIENCES

- Social courtesies
- Messages
- Announcements
- Directions
- Explanations
- Interviews

XIX EXPLORING READING FOR USE IN LEISURE TIME

- Viewing television
- Attending movies
- Participating in sports of all kinds
- Developing hobbies
- Enjoying nature
- Maintaining friendships
- Engaging in cooking, sewing, and home maintenance

XX EXTENDING KNOWLEDGE OF WRITTEN ENGLISH TO USE IN SECURING AND MAINTAINING EMPLOYMENT

- Job applications
- Forms
- Personal data sheets
- Communication

SCOPE AND SEQUENCE
FOR MATHEMATICS SKILLS
Grades 7-12

Grade 7

I LEARNING BASIC MATHEMATICAL SKILLS NEEDED TO MEET LIFE SITUATIONS

- Use of discrimination, approximations, estimations
- Concrete counting activities
- Oral and written use of numbers
- Order and comparison
- Meaningful mathematical vocabulary
- Tables and graphs

II DEVELOPING THE BASIC MATHEMATICAL PROCESSES IN ADDITION

- Set union
- Use of the number line
- Addition combinations
- Commutative property
- Associative property
- Addition with two-place numbers, three-place, and so forth
- Carrying
- Columnar addition
- Addition of denominate numbers
- Addition of easy fractions and decimals
- Applying addition facts to word problems
- Addition problems in life situations

III DEVELOPING THE BASIC MATHEMATICAL PROCESSES IN SUBTRACTION

- Set separation
- A comparison of sets
- Subtraction as inverse of addition
- Subtraction with mathematical sentences
- Regrouping or borrowing
- Use of the number line
- Subtraction of two-place numbers, three-place, and so forth
- Subtraction from a series of zeros
- Subtraction of easy fractions and decimals
- Subtraction problems in life situations

IV DEVELOPING THE BASIC MATHEMATICAL PROCESSES IN MULTIPLICATION

- Multiplication as repeated addition
- Multiplication combination
- Multiplication algorithm
- Use of number line in multiplication
- Property of 0 and of 1 as multipliers
- Multiplication by 10's and 100's

IV DEVELOPING THE BASIC MATHEMATICAL PROCESSES IN MULTIPLICATION (cont.)

- Multiplication with one-place, two-place, and three-place numbers
- Multiplication of easy decimals and denominate numbers
- Applying multiplication facts to word problems
- Applying multiplication facts to life situations

V DEVELOPING THE BASIC MATHEMATICAL PROCESSES IN DIVISION

- Division as repeat subtraction
- Division as set participation
- Division as inverse of multiplication
- Use of the number line in division
- Property of one as a divisor
- Impossibility of dividing by zero
- New method of division with one-place and two-place divisors
- Remainders

SCOPE AND SEQUENCE FOR MATHEMATICS SKILLS

Grade 7 (cont.)

V DEVELOPING THE BASIC MATHEMATICAL PROCESS IN DIVISION (cont.)

- Applying division facts to word problems
- Applying division facts to life situations

VI MAKING PRACTICAL APPLICATIONS OF QUANTITATIVE ABILITIES

- Awareness of time
- Recognition of money
- Use of linear measurement
- Recognition of liquid and dry measure
- Use of weight in life situations
- Speed in life situations
- Recognition of geometric shapes
- Reading temperature
- Problem-solving devices

Grade 8

VII REVIEWING THE BASIC MATHEMATICAL PROCESSES

- Number lines, number terms, and number concepts
- Addition and subtraction
- Multiplication and division
- Easy fractions, decimals, and percentages
- Dollars and cents
- Word problems in life situations

VIII MEETING MATHEMATICAL NEEDS IN THE HOME, IN THE SCHOOL, AND IN THE COMMUNITY

- Everyday experiences with numbers
- Mathematical communication
- Mathematics in school living
- Mathematics in family living
- Mathematics in community living

Grade 9

IX EXTENDING MATHEMATICAL CONCEPTS AND SKILLS

- Reviewing mathematical processes
- Solving money problems
- Solving word problems
- Communicating in mathematical terms
- Taking temperatures
- Reviewing measurements

X APPLYING MATHEMATICAL PROCESSES TO VOCATIONAL NEEDS AND WISE USE OF LEISURE TIME

- Monetary aspects of a job
- Computational skills and the world of work
- Mathematics in leisure time activities

XI GAINING A PRACTICAL KNOWLEDGE OF BANKING

- Money management
- Purposes of banking
- Savings accounts
- Checking accounts
- Safe deposit boxes
- Travelers' checks
- Loans

Grade 10

XII REVIEWING MATHEMATICAL SKILLS

- Mathematical skills needed to meet life situations
- Review of mathematical processes
- Practical applications of quantitative abilities

XIII PRACTICING MATHEMATICAL SKILLS NEEDED IN DAILY LIFE

- Keeping a daily schedule
- Buying food and clothing
- Buying, owning, and operating a car
- Renting a house and buying furniture
- Looking for a job

XIV ASSESSING COMPUTATIONAL SKILLS FOR JOB ANALYSIS

- Wages
- Deductions
- Cost of a job
- Benefits
- Insurance
- Income tax
- Forms

SCOPE AND SEQUENCE FOR MATHEMATICS SKILLS

Grade 11

XV REVIEWING, EXPANDING, AND UTILIZING COMPUTATIONAL KNOWLEDGE AND SKILLS

Review of fundamentals
Knowledge of concepts and vocabulary of mathematics
Principles of measurement
Principles of time
Principles of money

XVI RELATING MATHEMATICAL KNOWLEDGE TO INDEPENDENT, ADULT LIVING

Reading and reporting information in figures
Management of money
Purchasing
Banking
Investment of money
Interest

Grade 12

XVII DEVELOPING AN UNDERSTANDING OF FINANCIAL PROBLEMS INVOLVED IN EARNING A LIVING FOR SELF AND FAMILY

Family expenses
Household operations
Home improvements
Automobile ownership
Vacations

XVIII USING MATHEMATICAL SKILLS CONTRIBUTING TO SOCIAL GROWTH

Senior activities
Spending on dates
Leisure-time
Personal expenses

XIX SOLVING PRACTICAL PROBLEMS

Cash purchases
Sales and discounts
Money orders, savings, and checking accounts
Loans

XX GAINING IN VOCATIONAL COMPETENCE

Income
Deductions
Budgets
Personal allowances
Investments
Income tax
Insurance
Income dispersions
Social Security
Pensions
Retirements
Forms

SCOPE AND SEQUENCE FOR
SOCIAL STUDIES SKILLS
Grades 7-12

Grade 7

I DEVELOPING SELF-REALIZATION

- Self-knowledge
- Self-respect
- Relationships with others
- Code of values

II UNDERSTANDING AND ADJUSTING TO THE CONTEMPORARY SCENE

- School environment
- School procedures
- School personnel

III RECOGNIZING THE VALUE, FUNCTION, AND RESPONSIBILITY OF THE FAMILY IN RELATIONSHIPS WITH SCHOOL, CHURCH, COMMUNITY, STATE, AND NATION

- The family
- Appreciation of family
- Family and school
- Church or temple
- Community
- State
- Nation

IV UNDERSTANDING HOW GEOGRAPHY AFFECTS OUR CULTURE

- Importance of geography
- People and their relationships to the environment in which they live
- Effect of travel and transportation on people
- Interdependence

Grade 8

V BECOMING A RESPONSIBLE CITIZEN

- A good citizen and his school
- A good citizen and his community
- A good citizen and his country

VI BECOMING AWARE OF HISTORICAL EVENTS AND APPRECIATING THE AMERICAN WAY OF LIFE

- Knowledge, acceptance and support of our forebears' great ideas and goals
- Democracy as a way of life today

VII APPRECIATING MAN'S NEED FOR SECURITY AND PEACE; UNDERSTANDING THE ROLE OF THE UNITED NATIONS

- Interdependence of individuals
- Interdependence of nations
- The United Nations

Grade 9

VIII LEARNING ABOUT AND UNDERSTANDING THE WAY OF LIFE OR PEOPLE OF OTHER NATIONS

- The world beyond the range of vision
- An individual's problems in relation to the world's setting
- A study of the people of other lands who have contributed to the growth of Los Angeles

IX GETTING ACQUAINTED WITH OCCUPATIONAL OPPORTUNITIES AND DEVELOPING ECONOMIC EFFICIENCY

- Planning a future
- Self-evaluation in the world of work
- Workers in the neighborhood

X MAKING WISE USE OF LEISURE TIME

- Use of leisure time
- The individual and leisure time

SCOPE AND SEQUENCE FOR SOCIAL STUDIES SKILLS

Grade 10

XI UNDERSTANDING THAT MAN IS THE MASTER OF HIS HOME, THE EARTH

- The constantly moving earth
- Measurement of time day and night
- The four seasons
- Conservation and regulation of nature
- The "tools" of geography
- The earth's surface
- The earth's resources

XII APPRECIATING THE MANY GROUPS THAT ATTEMPT TO DEVELOP A BETTER WORLD FOR MAN

- All men are divided into racial groups
- Every American traces his origin to a foreign shore
- Man's religious groups
- Ignorance and fear breed intolerance groups
- Voluntary citizenship and membership groups

XIII RECOGNIZING THAT EACH MAN PERSONALLY SEEKS A BETTER LIFE

- Development of financial security
- Development of a social life

Grade 11

XIV BECOMING AWARE OF HOW MAN'S CURIOSITY STIMULATES PROGRESS

- Discovery and cooperation
- Exploration leads to today
- Machinery and the better life
- Modernization through electricity
- Man's use of the engine
- Air and space flight and the future
- The infancy of science technology

XV RECOGNIZING AMERICAN CHARACTERISTICS AND CUSTOMS AND HOW THEY DEVELOPED AS MEN SOUGHT BETTER LIVING CONDITIONS

- Colonial orgins of the American tradition
- American customs from our forefathers
- The developing Americans
- Growth in nation's size and heritage
- The developing American tradition
- Founding of Los Angeles by Mexican Americans
- Problems of the growing West

XVI LEARNING HOW AMERICA HAS GROWN STRONGER BY ITS ATTEMPTS TO SETTLE DIFFERENCES OF OPINION THROUGH GOVERNMENT AND LAW

- Revolutionary overthrow of English colonial government
- Our continuting weaknesses
- Survival of American life

Grade 12

XVII RECOGNIZING THAT AMERICANS WORK TOWARD A BETTER LIFE, USING LEISURE-TIME ENTERTAINMENT

- Education for daily living
- Profitable use of leisure-time

XVIII RECOGNIZING HOW MEN'S LIVES ARE INFLUENCED BY RULES AND REGULATIONS WRITTEN IN AN EFFORT TO CREATE PEACEFUL LIFE

- Juvenile laws
- Business laws
- Personal liability
- Public safety laws
- Criminal laws
- Our court system

SCOPE AND SEQUENCE FOR SOCIAL STUDIES SKILLS

Grade 12 (cont.)

XIX UNDERSTANDING THAT EACH MEMBER OF THE FAMILY UNIT HAS AN OBLIGATION TO SAVE AND TO EXPEND FAMILY FINANCES

- Establishing a "standard of living"
- Budgeting for necessary expenditures, emergencies, and future needs
- Credit ratings
- Money's purchasing power
- A variety of savings devices

XX DEVELOPING AN APPRECIATION FOR MAN'S EFFORTS TO ADJUST TO SOCIAL LIFE

- Dating
- Mutual agreements prior to marriage
- Marriage: a legal contract
- Marital problems and compromise solutions
- Family health and safety

SCOPE AND SEQUENCE FOR
SCIENCE SKILLS
Grades 7-12

Grade 7

I HOW DOES SCIENCE DO IT?

- Science and you
- Science and the knowledge bank
- Science tools and measure

II WHAT'S SO WONDERFUL ABOUT THE HUMAN BODY?

- Our body and how it works
- Food, nutrition, and digestion
- Growing and maturing

III WHO KNOWS WHAT'S HEALTHY FOR ME?

- Achieving personal health
- Harmful and habit-forming substances
- Community health services

Grade 8

IV WHAT ARE LIVING THINGS?

- What it means to be alive
- Plants and animals
- Living things not easily seen

V HOW DOES NATURE SUPPORT LIVING THINGS?

- The earth's crust
- Adaptation to environment
- Balance in nature and conservation

VI WHERE DOES THE EARTH BELONG IN NATURE'S SCHEME OF THINGS?

- Our place in the solar system
- How we learn about stars and constellations
- Artificial satellites and space travel

VII WHY DOES THE WEATHER CHANGE?

- Our atmosphere
- Causes and predictions of weather changes
- Seasons and climate

Grade 10

VIII WHAT IS LIFE?

- What is means to be alive
- How living things stay
- Reaction of living things around them

VIII WHAT IS LIFE? (cont.)

- Harmful effects of some things on the human body
- Continuation of living things by reporduction

Grade 11

IX WHAT DO LIVING THINGS NEED?

- Need of living things for each other in order to survive
- Combatting of disease
- First aid and safety

X WHAT IS THE PHYSICAL WORLD LIKE?

- Changes in the weather
- Control of heat
- Effects of sound
- Effects of light
- Effects of electricity
- Usefulness of machines
- The earth and other heavenly bodies
- Chemistry in the home

XI WHAT ARE MATTER AND ENERGY

- Kinds and forms of energy
- The atom and chemical energy
- The atom and atomic energy

SCOPE AND SEQUENCE FOR SCIENCE SKILLS

Grade 11 (cont.)

XII HOW CAN I PLAY SAFE?

Home safety
Safety away from home
First aid

SCOPE AND SEQUENCE FOR
GUIDANCE AND VOCATIONAL TRAINING SKILLS
Grades 7-12

Grade 7

I UNDERSTANDING SELF AND OTHERS

Identifying individual interests and abilities
Participating in group activities
Making new friends
Developing leisure-time skills

II DEVELOPING CHARACTER AND MATURITY

Learning about the organization of the school
Building effective work habits
Responding favorable to school rules
Improving the basic skills of learning
Learning respect for others

III UNDERSTANDING EDUCATIONAL OPPORTUNITIES

Exploring new activities through the fine art or practical art electives
Defining educational opportunities in junior high school
Looking ahead to Grade 8
Relating subject learning to development of job skills

IV UNDERSTANDING VOCATIONAL OPPORTUNITIES

Becoming acquainted with the types of jobs performed in the school by students and adults
Recognizing jobs performed in the home
Performing a regular work assignment in the home
Learning safety regulation related to the school and home

Grade 9

V UNDERSTANDING SELF AND OTHERS

Broadening personal interests
Improving interpersonal skills and relationships
Evaluating friendships
Reviewing accomplishments to date

VI DEVELOPING CHARACTER AND MATURITY

Budgeting time wisely for work and play
Observing rules of the community
Applying the basic learning skills to on-compus job performance
Developing independence and self direction; showing respect for others

VII UNDERSTANDING EDUCATIONAL OPPORTUNITIES

Evaluating achievement in required courses and exploratory electives
Planning for senior high school: setting tentative educational and vocational goals
Looking ahead to Grade 10
Using classroom learning in an on-campus job situation

VIII UNDERSTANDING VOCATIONAL OPPORTUNITIES

Developing job readiness
Examining nature of on-campus jobs for students; learning about occupational families in the community, and so forth
Becoming acquainted with job application procedures

Serving as a trainee in an on-campus job
Observing safety regulations on the job

Grade 10

IX UNDERSTANDING SELF AND OTHERS

Evaluating interests, aptitudes, goals
Engaging in and contributing to group activities
Making friends, being a friend, keeping friends

SCOPE AND SEQUENCE FOR GUIDANCE AND VOCATIONAL TRAINING SKILLS

Grade 10 (cont.)

X DEVELOPING CHARACTER AND MATURITY

- Distinguishing between junior high school and senior high school
- Reinforcing effective work habits
- Developing rules for self-direction
- Applying the basic learning skills to on-campus job performance
- Becoming a more positive individual--growing in self assurance
- Serving family and friends

XI UNDERSTANDING EDUCATIONAL OPPORTUNITIES

- Reviewing educational progress and accomplishments to date
- Reappraising tentative educational and vocational goals
- Looking ahead to improving subject skills related to on-campus job

XII UNDERSTANDING VOCATIONAL OPPORTUNITIES

- Finding out about industries and businesses and jobs in the community

XII UNDERSTANDING VOCATIONAL OPPORTUNITIES (cont.)

- Comparing on-campus and off-campus jobs
- Developing employable skills through occupational training in an on-campus job
- Learning about job qualifications
- Making yourself acceptable for employment
- Experiencing the rewards of work
- Reinforcing the use of safety regulations on the job
- Reviewing job application procedures
- Role-playing the job interview

Grade 12

XIII UNDERSTANDING SELF AND OTHERS

- Reappraising personal interests, strengths, goals, temperament
- Developing successful employee-employer relations
- Strengthening one or more leisure-time skills
- Reviewing the high school record

XIV DEVELOPING CHARACTER AND MATURITY

- Relating school learning to job performance
- Examining growth in social maturity

XIV DEVELOPING CHARACTER AND MATURITY (cont.)

- Continuing service to community and family
- Contrasting the roles community and family leader and follower

XV UNDERSTANDING VOCATIONAL OPPORTUNITIES

- Relating past performance to future prospects
- Continuing to investigate opportunities for learning beyond high school

XVI UNDERSTANDING VOCATIONAL OPPORTUNITIES

- Surveying opportunities for full-time employment
- Locating possible jobs in business and industry
- Obtaining placement in a part-time off-campus job; reinforcing job skills
- Bargaining collectively through labor unions
- Applying for a job
- Keeping the job; getting ahead on the job; changing jobs
- Interpreting the pay check